



A Comparative Study of Behaviour Deviance of Rural and Urban School Students of Chhattisgarh

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Abstract

Deviant behaviour has become a daunting problem. Lately more pupils are displaying abnormal behaviour and thus destabilizing learning processes within school settings. It is a well-known fact that teenagers usually learn how to adapt to society and that aberrant behaviour may lead to problems with conformity to societal values. The present research is a comparative study of behaviour deviance of rural (boys and girls) and urban (boys and girls) school students of Chhattisgarh. **Objective** of the research is to do Comparative study of behaviour deviance of rural (boys and girls) and urban (boys and girls) school students of Chhattisgarh. For collection of data with respect to Behaviour deviance, Behavioral Deviance Scale Revised (BDSR-CA) Hindi/English (1987) was used for collection of data. This scale consists of 30 items developed by N.S Chauhan and Saroj Arora. A total number of 400 students comprise the sample for study, 100 students from urban schools and 100 students from rural schools. For analysis of data t-value was calculated. **Findings** revealed that there is no significant difference in behaviour deviance of rural (boys and girls) and urban (boys and girls) students of Chhattisgarh.

Key Words- Behaviour deviance, Rural, Urban, Behaviour deviance scale

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INTRODUCTION

Although the main causes of deviant behavior have been elucidated, the problem, despite numerous studies, deviant behavior has not been fully understood by scholars. The notion of deviance is closely related to the definition of the social norm which was defined almost a hundred years ago. The present study aims to examine causes and effects of deviant behavior, and identify main strategies to combat the issue. The research methods employed included a theoretical framework analysis, literature review, and qualitative research. A set of recommendations for the teenagers with deviant behaviour and their parents were identified to help them adjust to society. In recent times, deviant behavior, which could be described as behavior that is different from the norm, has become a daunting global problem. In general, the word "deviant" (from Latin deviatio) means an abnormality (Collinsdictionary.com). Each year, the number of pupils with deviant behavior (also known as aberrant behavior) in general education schools steadily increases (Hayden, 2007; Damron-Bell, 2011). Aberrant behavior may not only lead to problems that include peer-pressure, bullying, and violence right within a school setting, but to also more serious consequences such as social maladaptation and crime (Rodger, 2008; Furniss, 2000).

The causes of aberrant behavior have not been completely determined to date. Therefore, this study set out to determine reasons for abnormal behavior exhibited by Turkish high-school students, the impact of deviant behavior on the school setting, and to recommend measures to children with aberrant behavior to adequately adapt to the society, and to teachers and parents' measures to address the issue. The foundation of growth of personality lies in the womb of the Family. Family, that refers to group related to blood or marriage (Lewis W 1945) constituted by man, a woman and their socially recognized children in its nuclear and primary form (Harre And Lamb 1983) and serves as an effective agent of socialization - a process of

growing up and learning the norms of society where child acquires a few workable assumptions about the world and is apt to become a competent and useful member of society. The child uses his parents as models for his adjustment to life and fundamental pattern once established at home, cannot be eradicated completely yet modified or changed as the child grows up. Thus, relationship between the parents and the child happens to be a central factor in the social upliftment for the individual. Parents are supposed to create a most congenial, happy democratic, lucid and warm atmosphere (Erickson, 1974) where a child can blossom his own hidden potentialities and may also develop social interaction skills. (Bharadwaj, 1995). Parental unfavorable attitude toward the child as in case of dominant, the possessive or the ignoring parent becomes harmful, as the child's adjustment outside the home is likely to be poor (Agrawal, 2005). Parenting as the style of child upbringing refers to a privilege or responsibility of mother and father, together or independently to prepare the child for society and culture which provides ample opportunity to a child to find roots, continuity and a sense of belonging (Agrawal V.L.2008) and also serves as an effective agent of socialization. Family is a primary and universal institution. Parents try to give their Children unconditional love, caring and more closeness home environment. Parents deploy major impact.

Behaviour Deviance

Deviance is any behavior that violates cultural norms. Norms are social expectations that guide human behavior. The second type of deviant behavior refers to violations of informal social norms, norms that have not been codified into law, and is referred to as informal deviance.

Deviance is any behavior that violates cultural norms. Norms are social expectations that guide human behavior. Deviance is often divided into two types of deviant activities. The first, crime is the violation of formally enacted laws and is referred to as formal deviance. Examples of formal deviance would include: robbery, theft, rape, murder, and assault, just to name a few. The second type of deviant behavior refers to violations of informal social norms, norms that have not been codified into law, and is referred to as informal deviance. Examples of informal deviance might include: picking one's nose, belching loudly (in some cultures), or standing too close to another unnecessarily.

Types of Deviance

According to Merton, there are five types of deviance based upon these criteria: **conformity, innovation, ritualism, retreatism and rebellion.**

Conformity involves the acceptance of the cultural goals and means of attaining those goals (e.g., a banker)

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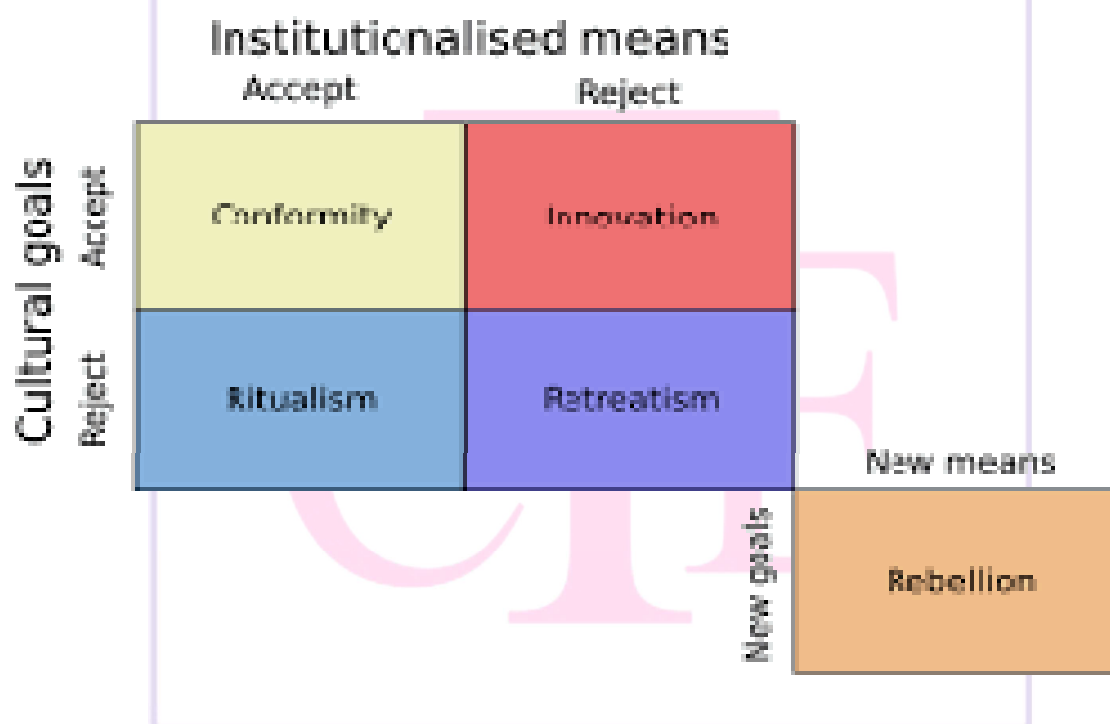
Innovation involves the acceptance of the goals of a culture but the rejection of the traditional and/or legitimate means of attaining those goals (e.g., a member of the Mafia or street gang values wealth but employs alternative means of attaining her wealth)

Ritualism involves the rejection of cultural goals but the routinized acceptance of the means for achieving the goals (e.g., a disillusioned bureaucrat - like Milton in the movie *Office Space*, who goes to work everyday because it is what he does, but does not share the goal of the company of making lots of money)

Retreatism involves the rejection of both the cultural goals and the traditional means of achieving those goals (e.g., a homeless person who is homeless more by choice than by force or circumstance or a commune established separately from dominant social norms)

Rebellion is a special case wherein the individual rejects both the cultural goals and traditional means of achieving them but actively attempts to replace both elements of the society with different goals and means (e.g., a communist revolution and / or social movement activities)

Robert K. Merton's Deviance Typology



OBJECTIVE OF THE STUDY

- 1) To compare behaviour deviance on the basis of locale (urban) boys and girls school students.
- 2) To compare behaviour deviance on the basis of locale (rural) boys and girls school students.

HYPOTHESIS OF THE STUDY

Ho₁-There will be no significant difference exist in behaviour deviance on the basis of locale (urban) boys and girls school students.

Ho₂- There will be no significant difference exist in behaviour deviance on the basis of locale (rural) boys and girls school students.

DELIMITATION OF THE STUDY

The investigator has delimited the study in the following aspects

- The study has been delimited to the schools of Bilaspur division situated in Chhattisgarh.
- The study has been delimited to the urban and rural schools of Bilaspur divisions.
- The sample for the study was drawn from the students of 9th grade with age limit 14 to 16 years.
- The sample for the study consist of both boys and girls students.

POPULATION

The population for the present study comprising of 200 rural and 200Urban School students.

SAMPLE

The sample for the present study comprising of 100 (boys and girls) rural school students and 100 (boys and girls) urban school students Chhattisgarh.

TOOLS

For any research work the designing and developing of appropriate test and techniques constitution important aspect. following tools are used

Behavioral Deviance Scale Revised (BDSR-CA) Hindi/English (1987).

This scale consists of 30 items. It measures the behavioral deviance under three dimensions

1. Withdrawing Deviance 2. Expectation Evasion Deviance 3. Rebellion Deviance. Age group 13 to 16+ years. Developed by N.S. Chauhan and Saroj Arora.

CALCULATION AND CONCLUSION

Ho₁- There will be no significant difference exist in behaviour deviance on the basis of locale (urban) boys and girls school students

TABLE 1

Sample (urban)	N	M	sigma	T	Df
Boys	50	75.8	88.71	0.34	0.05

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Girls	50	75.64			Df=98
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Conclusion

Through the table, we can reveal that, our t- value is 0.34 which is lesser than 0.05 level (df=98), which shows that there will be no significant difference exist in behaviour deviance on the basis of locale (urban) boys and girls. Therefore, our hypothesis is not rejected.

Ho₂-There will be no significant difference exist in behaviour deviance on the basis of locale(rural) boys and girls school students.

TABLE 2

Sample (rural)	N	M	sigma	T	Df
Boys	50	132	10.19	1.91	0.05
Girls	50	131			Df=98

Conclusion

Through the table, we can reveal that, our t- value is 1.91 which is greater than 0.05 level (df=98), which shows that there will be significant difference exist in behaviour deviance on the basis of locale (urban) boys and girls. So our hypothesis is rejected.

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